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AUTHOR Crawley, Sharon J.; Merritt, King
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DESCRIPTORS *Decoding (Reading); Elementary Education; Informal Reading Inventories; Oral Reading; Parent Participation; Reading Comprehension; Reading Diagnosis; *Reading Difficulties; *Reading Improvement; *Reading Strategies; *Remedial Reading; Self Concept; Study Skills; Vocabulary Development

ABSTRACT

Designed as a concise, easy-to-read, easy-to-use guide, this book provides suggestions for remediating aspects of a student's reading disability as diagnosed through an experienced teacher's observations and through the use of an Informal Reading Inventory. The book contains teaching ideas specifically designed for handling a wide range of reading difficulties, including problems with initial reading, word attack, comprehension, oral reading, study skills, and affective areas. Chapters in the book are: (1) Improving Letter Recognition; (2) Improving Sight-Word Knowledge; (3) Improving Decoding Skills: Phonics; (4) Improving Decoding: Structural Analysis; (5) Improving Decoding: Using Context; (6) Improving Vocabulary; (7) Improving Comprehension; (8) Improving Metacognition; (9) Improving Fluency; (10) Decreasing Reversals; (11) Decreasing Omissions; (12) Decreasing Substitutions; (13) Decreasing Nonpronunciations; (14) Decreasing Repetitions; (15) Decreasing Insertions; (16) Decreasing Faulty Habits; (17) Adjusting Reading Rate; (18) Skimming and Scanning; (19) Memory Aids; (20) Improving Self-Concept; (21) Developing Interests in Reading; and (22) Suggestions for Parents. Appendixes present lists of sight-word, award-winning books, commercially available materials, multimedia materials, and publishing companies. Appendixes also discuss developing a skills kit, major word-attack generalizations, word lists for word-attack elements, common phonograms, language-experience approach, neurological impress method, kinesthetic method, guidelines for asking questions, and trade books for challenged readers. (RS)

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